DOCUMENT RESUME

ED 072 683 FL 003 702

AUTHOR	Celeste, Sister Marie
TITLE	Foreign Languages: Annual Narrative Report, [1971-1972].
INSTITUTION	Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Foreign Languages.
PUB DATE	1 Sep 72
NOTE	12p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annual Reports; Classical Languages; Cultural Education; Individualized Instruction; *Instructional Program Divisions; *Language Instruction; *Modern Languages; Program Improvement; State Agencies; *State Departments of Education; Teaching Methods
IDENTIFIERS	*Illinois

ABSTRACT

This Annual Narrative Report by the Office of the Superintendent of Public Instruction, Illinois, on foreign language programs in public schools describes activities and objectives which characterize the year's work. The report emphasizes the growing importance of individualized instruction and cultural education. Major sections discuss: (1) program objectives for fiscal year 1971-72, (2) management activities, (3) degree of achievement of program objectives, (4) description of exemplary projects, (5) school reimbursements, (6) current and anticipated statewide needs, and (7) continuing and new objectives. (RL)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 072683

STATE OF ILLINOIS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

MICHAEL J. BAKALIS, SUPERINTENDENT

FOREIGN LANGUAGES

ANNUAL NARRATIVE REPORT

NATIONAL DEFENSE EDUCATION ACT OF 1958, TITLE III

SEPTEMBER 1, 1972

FL 003 702

Annual Narrative Report

Foreign Languages

September 1, 1972

During the past fiscal year (1971-1972), Illinois was served by four foreign language educational specialists. Present members of the Title III, NDEA, foreign language staff are: Charles Jay (Regions IV-V-VI), Judith Ratas (Region I), and Sister Marie Celeste, assistant director since September 1, 1971. The resignation of Mrs. Pat Castle who served Regions II-III became effective June 12, 1972. This vacancy was filled by Joseph J. Janes, August 1, 1972.

Title III, NDEA foreign language educational specialists in the Office of the Superintendent of Public Instruction believe the ultimate goal of all learning is the total education of young Americans in preparing them to live in a pluralistic society with people of varying cultural backgrounds and languages. It is the special function of Foreign Language education to teach students to speak and understand a second language and to train them to readily accept cultural differences with mutual respect and understanding.

The Foreign Language educational specialists believe that the study of a second language has a compelling justification today more than ever in an era of space travel and international relationship. They are convinced that it must be at the core of all learning, as part of the general curriculum and education of every child in the State of Illinois.

In order to achieve this goal and make it possible for every child to learn a second language, it is necessary to broaden the base of second language learning and dispel the myth that the study of languages can only benefit the intellectual elite or the college bound students. The foreign language educational specialists in this Office continue to assist schools in expanding their programs to include "low c" culture (anthropological man in contemporary society) in the foreign language classroom. This component must accompany the basic skills: reading, writing, listening and comprehension, and speaking a second language.

New programs which involve the individualization of instruction must be implemented in regular classroom teaching to meet the present trends in foreign language education and further the objectives set forth by the Foreign Language Unit of the Office of the Superintendent of Public Instruction.

I. Program Objectives for Fiscal Year 1971 - 1972

1. To determine the status of foreign language education in Illinois in a period of crisis and educational changes by means of a state-wide survey.

2. To assist schools in the selection and acquisition of good text books and visual materials as well as top quality classroom electronic and mechanical equipment to meet the new challenges of change.

3. To assist teachers and school administrators in planning student-centered programs and in revising the curriculum to include the the teaching of culture in the foreign language classroom and individualized instruction based on performance criteria for students and teachers which would provide stimulus for growth in Foreign Language enrollment.

4. To provide inservice training workshops in strategic centers throughout the State urging teachers within a hundred mile radius of these centers to attend. These workshops emphasize new trends and techniques in foreign language education, assist teachers in adapting to changes in methodology and demonstrate the use of audiovisual equipment in the foreign language classroom.

5. To develop new leadership among younger teachers by encouraging them to assume leadership roles not only in their own school systems but also in state and regional professional organizations.

6. To assist other departments in the Office of the Superintendent of Public Instruction in the Recognition and Supervision Program of Schools and to participate on the visitation committees of the North Central Association.

7. To cooperate with the bilingual education program in Illinois and the newly formed program on ethnic studies wherever feasible throughout the State.

8. To achieve better articulation from one level of learning to another in all foreign language programs including teacher training programs in the Illinois Schools of Education.

9. To strengthen the leadership role of the foreign language educational specialists by active participation in state, regional and national foreign language organizations and by conducting inservice workshops for Illinois schools and school districts.

II. Management Activities

Project Development:

1) In order to have more specific information on what was happening to foreign language education in Illinois, a statewide survey was conducted on the status of foreign languages since 1969. On October 15, 1971, a questionnaire was prepared and mailed to

Illinois public schools and independent, parochial and private schools. A separate survey was conducted November 15, 1971, in all Illinois junior colleges, liberal arts colleges and universities.

The information volunteered by these schools was charted under three major headings: Public Schools, Independent, Parochial and Private Schools and Institutions of Higher Education in Illinois. These charts reveal the statistics accumulated from the data on the 1,013 questionnaires returned to this office representing over 90% of the 1,143 public school districts solicited in the survey, and show a combined total of 286,272 students in foreign language education in the fall 1971, an increase of over forty thousand students in foreign language study since 1969.

Fifteen foreign languages are being taught in FLES, junior and senior high school programs, by three thousand two hundred and sixty-five teachers (3,265). The schools, teachers names and programs appear in the Illinois Foreign Language Directory which was compiled as a separate publication.

In the institutions of higher education, junior colleges, colleges and universities, a summary of the projections for the next two years reveals a continued growth in enrollment and expanded course offerings with some misgivings and concern over budget limitations and the elimination of foreign language requirements in a few colleges. Study abroad programs continue to provide enrichment for language majors and afford students valuable experience in international living.

The response to the survey was overwhelming. All items were charted in the publication entitled: The Status of Foreign Language Education in Illinois; A Report on the Statewide Survey. Copies are available upon request.

Review:

2) At the request of the Recognition and Supervision Section of the Office of the Superintendent of Public Instruction, the assistant director of the Foreign Language Unit reviewed and revised the Recommended Standards in Foreign Language Education. Three aspects were treated:

    1. Statement of Philosophy on the Teaching of Foreign Language in Illinois
    2. Criteria for Expanding Foreign Language Programs
    3. Requirements for Teacher Certification in Foreign Languages

It is strongly recommended that in an effort to promote harmony and better understanding in world relationships and prepare young Americans to meet the challenges of a multilingual society in our own nation, every child in the State of Illinois should have

the opportunity to learn a second language. By broadening the base of foreign language instruction to include the teaching of culture, students of all ability levels can profit from this new approach to foreign language education. Schools are encouraged to initiate sequential instruction in Asian and Western languages in fully articulated programs from grades K-12.

Requirements for teacher certification specifically include a methods course in which the candidate learns current trends and techniques, demonstrates ability to use the language fluently and correctly, and shows appreciation and understanding of cross-cultural values and attitudes. Study and travel in the foreign country of his language interest is highly desirable.

Monitoring and reporting:

3) The Foreign Language Unit also developed a questionnaire whereby the teachers could determine and report on the effectiveness of the workshops sponsored by this office. They also developed a checklist to be used by the Recognition and Supervision Section of the Office of the Superintendent of Public Instruction for the evaluation of foreign language programs, and a self-evaluation checklist to be used by the classroom teachers in evaluating their own programs prior to the state evaluations. These checklists are returned to the Assistant Director and serve as a basis for follow-up visits where necessary.

4) Based on the recommendations submitted by the foreign language educational specialists, the assistant director compiled a list of one hundred and twenty-six (126) classroom teachers who might serve as Foreign Language resource personnel on State Evaluation Teams for the Recognition and Supervision Section of the Office of the Superintendent of Public Instruction.

III. Degree of Achievement of Program Objectives:

1. The Status of Foreign Language Education in Illinois: A Report on the Statewide Survey, provides a graphic view of foreign language education in Illinois from 1969 to the 1971 fall enrollment in Illinois Schools and Institutions of Higher Education. This survey has proven very valuable in determining the schools with quality sequential programs and the attrition in foreign language enrollment in schools which lack dynamic and innovative programs. It has also served as documentation in state and national research projects. At a time when colleges and universities were dropping foreign language entrance and graduation requirements and adversely affecting school enrollment throughout the Nation, the survey reveals an increase in enrollment in Illinois since 1969. This phenomenon has been heartening to the Foreign Language Educational Specialists in this office.

2. During the past year, the foreign language educational specialists made approximately 447 school visitations in which schools were strongly encouraged to acquire textbooks and materials which would include the teaching of culture and provide the basis for developing good programs, individualized instruction, independent study and sequential audio-lingual instruction.

   Most large secondary schools now have a language laboratory or electronic classrooms, as do most junior high schools where a quality foreign language program exists. The overhead type of electronic classroom is also widely used and highly recommended. While many small and medium sized schools still do not have adequate audiovisual materials and top quality electronic equipment, these are replaced by the use of tape recorders, and overhead projectors with a variety of visuals.

3. Special materials were developed by this office which included the following:

   1) The Teaching of Culture as Part of the Daily Lesson: Reassessment, Reevaluation, Reorientation . . .

   2) Free, Inexpensive Items Increase Possibilities for Variety in Lesson . . . Where to obtain Realia?

   3) Bibliography on the Teaching of Culture in the Foreign Language Classroom

   4) Definition of Individualized Instruction by H.B. Altman

   5) Training the Foreign Language Teacher for Individualization by H.B. Altman

   6) A Selected Bibliography on Writings on Individualized Foreign Language Instruction by H.B. Altman et al.

   7) Culture and culture: An Integrated, Mulit-Disciplinary Approach by Dr. Robert Nelson

   8) Performance Objective - Can They Serve Teachers? By Dr. Florence Steiner

   9) The Relevance of Literature by Dr. Lowell Dunham

   10) Teaching Literature by Performance Objectives by Dr. Florence Steiner

   These materials were disseminated to the teachers and school administrators on visitations and at inservice workshops by the foreign language educational specialists. They also emphasize the importance of student-centered programs which included the teaching of culture in the Foreign Language classroom and individualized instruction based on performance criteria both for teachers and students. As a result, many schools have rewritten or are in the process of rewriting their curriculum in terms of performance objectives.

4. Twenty-nine foreign language workshops were offered at strategic locations throughout the State on methodology, Spanish and French proficiency, modular scheduling, the teaching of culture and the writing of performance objectives. These inservice training programs played an important role in the improvement of foreign language classroom instruction in Illinois. Approximately, one thousand teachers attended one or more of these state sponsored workshops.

   Foreign language workshops were offered only when requested and justified by Superintendents of Educational Service Regions. All workshops were planned and guided by the staff of Title III, NDEA. Directors were chosen largely from college and university faculties and public school teachers. These workshops were evaluated by the participants by means of a check list and returned to the Office of the Superintendent of Public Instruction.

5. Three leadership workshops on the writing of performance objectives were sponsored by the foreign language educational specialists to train teachers in the writing of performance objectives. It was intended that these teachers would serve as resource persons in their individual schools and school districts. Approximately 135 teachers attended these workshops.

   At all workshops and on visitations, teachers were encouraged to join the state, regional and national foreign language organizations, as well as the specific association of their languages. Many Illinois teachers actively participated either on the program or in committees for the following major conferences held in Illinois during this year:

   1. Illinois Foreign Language Teachers Association, November 3-4, 1971
   2. Fifth Annual Meeting of the American Council on the Teaching of Foreign Languages. (ACTFL) November 25-28, 1971
   3. Modern Language Association, December 26-30, 1971
   4. Central States Conference on the Teaching of Foreign Languages, April 6-8, 1972

6. In addition to Title III, NDEA, school visitations, the foreign language educational specialists participated in a total of sixty recognition team visits in cooperation with the Recognition and Supervision Program of the Office of the Superintendent of Public Instruction. These evaluations of programs provide an excellent opportunity for members of this staff to offer valuable assistance to individual foreign language programs.

   They also participated in four North Central Evaluations and wrote comprehensive reports for revising and improving each program.

   While it is difficult to measure the improvement in a foreign language program as the result of a single visit, the statewide survey revealed continued growth in Foreign Language enrollment in Illinois since 1969.

7. Through the Foreign Language Unit of the Office of the Superintendent of Public Instruction, a workshop on English proficiency was given for native Spanish speaking teachers in bilingual education programs. Professional staff from this unit participated as resource personnel at the Illinois Consultation on Ethnicity in Education which involved the Mid-Western states. Both bilingualism and ethnicity are closely linked with the over-all objectives of foreign language instruction in Illinois schools. At least ten of the fifteen languages taught in the elementary and high schools are ethnic languages, as revealed by the statewide survey fall 1971. Copies of this report proved beneficial to the professional personnel of these areas.

8. The important question of articulation from one level of learning to another including teacher training programs in Illinois Schools of Education will be the major concern of a statewide leadership workshop to be held in October 1972. During the past year, the foreign language educational specialists visited chairmen of departments in high schools and teacher trainees in colleges and universities to bring about a better understanding of the objectives of the Office of the Superintendent of Public Instruction. These objectives reflect a continuum of foreign language instruction from the elementary school to the university.

9. In order to exercise their leadership role and better guide schools in the new trends and techniques in foreign language education, the foreign language specialists attended state, regional and national conventions sponsored by foreign language associations.

   All four staff members attended the meetings of Illinois Foreign Language Association, the American Council on the Teaching of Foreign Languages, (ACTFL), the National Council of State Supervisors of Foreign Languages, (NCSSFL), and the Central States Conference on the Teaching of Foreign Languages, all of which were held in Chicago during the past year.

   Charles Jay, Judith Ratas and Sister Marie Celeste attended the meetings of the Modern Language Association in Chicago December 28-30. 1971. Charles Jay and Sister Marie Celeste also attended the annual meeting of the Northeast Conference on the Teaching of Foreign Languages in New York, April 1972.

   Judith Ratas and Sister Marie Celeste participated in the Pre-Convention Workshop on Writing Performance Objectives sponsored by ACTFL. Mrs. Pat Castle served as resource consultant. She also served as program chairman for the Central States Conference on the Teaching of Foreign Languages, April 6-8, 1972. The success of this Conference was due in great measure to the wide variety of topics on the program and the outstanding national and international speakers invited to participate in the conference. Sister Marie Celeste attended the Administrators Conference on Advanced Placement Programs sponsored by the College Entrance Examination Board. The purpose of this conference was to review and reevaluate the programs.

The Foreign Language Educational Specialists are active members of the Advisory Council of the Central States Conference, Illinois Foreign Language Teachers Association, the National Council of State Supervisors for Foreign Languages and the Illinois Foreign Language Teachers Association.

Sister Marie Celeste is a member of the Board of Directors of the Illinois Foreign Language Teachers Association and also a member of the Executive Committee of the American Association of Teachers of French Chicago Chapter.

Mr. Charles Jay participated in two panel discussions and one radio program. He also spoke at special county institutes and School Board meetings on the value of studying foreign languages in a multi-cultural society and international world.

IV Description of Exemplary Projects

1. The Illinois Foreign Language Directory was compiled by the assistant director in cooperation with Data services in the Office of the Superintendent of Public Instruction. This publication which was unprecedented was received with much enthusiasm throughout the State and by regional and national professional organizations. It comprises a listing of Illinois public and private schools which have a foreign language program, the names of the teachers and the specific languages taught in these schools. Special commendation was given to the cross listing of teachers' names indicating the schools and language programs. The information included in the directory was obtained through a statewide survey conducted in October 1971.

2. Of the many inservice workshops that were sponsored by the Foreign Language Unit of the Office of the Superintendent of Public Instruction, the workshops on the writing of performance objectives and the teaching of culture in the foreign language classroom were especially well received by teachers. These workshops intended to assist teachers in implementing new trends and techniques in improving classroom instruction and acquaint them with recent developments in foreign language education were held in strategic locations and involved teachers throughout the State. Two nationally and internationally known professional foreign language educators from Illinois directed these workshops, and were given high ratings by the participants.

3. A recent work entitled: A New Rationale for the Teaching of Foreign Languages in Illinois: A Humanistic View by Sister Marie Celeste, is based on documentation obtained from students, teachers, parents and scholars interested in second language learning. This rationale focuses on the personal benefits to be gained psychologically, intellectually and esthetically from the study of the language and culture of other peoples. It is unique in that it shows how the study of a foreign language adds another dimension to the student's own way of life and enables him to become a more effective individual in the society in which he moves. It can serve as a basis for humanizing education today in a multi-racial and cross-cultural

society. This, in turn, makes for better human relations and world understanding.

This publication is intended for all administrators, superintendents, principals, teachers, guidance counsellors, students, citizens advisory groups and community interest groups and will be given the widest possible dissemination to promote the study of foreign languages in Illinois.

4. The Handbook on Workshops compiled by the assistant director for foreign languages in collaboration with the professional personnel of sixteen subject areas in the Instruction and Curriculum Section was distributed to all schools in Illinois. It serves to acquaint schools superintendents, principals, and teachers with the in-service workshops provided for Illinois teachers to improve instruction in the classroom. As a result of this publication many workshops on crucial and important topics were set-up throughout the State by the professional personnel of the Office of the Superintendent of Public Instruction and conducted by experts in the subject areas included in the Instruction and Curriculum Section.

V. School Reimbursements

The Title III, NDEA, staff approved 116 foreign language project applications which totaled $199,214.59. Supervisors were pleased that the materials and equipment which the schools requested on their applications related directly to the improvement of their entire foreign language program. The reimbursement rate for the Title III, NDEA program in Illinois was 20% to 33% for each school district. All school districts were reimbursed at a rate less than 50%.

VI. Current and Anticipated Statewide Needs:

Based on accumulated evaluation forms distributed at each workshop, teachers indicate a continuing need for inservice workshop programs in current trends and techniques in foreign language education.

In the past fifteen years, foreign language programs have relied heavily upon electronic equipment, laboratories and audio-visual materials. This experience has been refined to a need for more sophisticated equipment such as, electronic classrooms, and teaching machines that may be used in individualized instruction and independent study.

The increasing emphasis on the teaching of culture in the foreign language classroom demands an even greater need for realia which should include maps, pictures, posters, slides, films and film strips, art objects, books and magazines, flags and culturally oriented manipulatives.

The positive response received on the publications prepared by the Foreign Language Unit indicates a continued need for this kind of educational material. The foreign language educational specialists feel it is advisable to update and/or revise the following publications:

1. French Education: The Teaching of Culture in the Classroom

2. Perspectives on Latin American Culture for Teachers of Spanish

3. Guidelines for Three Levels of Competence in French, Spanish, German, Latin and Russian

VII. Continuing and New Objectives

With the exception of program objective (1), the objectives listed for the fiscal year 1971-1972 are on-going and will continue into the next fiscal year.

1. Since May 1, 1972, activites have been initiated for a statewide leadership workshop conference which will be held October 14, 1972 in Chicago. The purpose of this conference is to determine the objectives of foreign language education and write new guidelines for the teaching of foreign languages in Illinois at all levels from K-12, and Junior and Community Colleges.

   Twenty-nine outstanding foreign language teachers have accepted to chair or co-chair a language section. Guidelines were developed to provide a basis of uniform presentation and a common understanding of what should be included in the new guidelines. The committees will produce a statement of goals for foreign language instruction at each level for their specific language: French, German, Italian, Latin, Russian and Spanish.

   By November 1, 1972, committees will be appointed for each language level who will collaborate in writing realistic performance objectives based on the goals for each level.

   By March 1973, a plenary session will be held for all chairmen and co-chairmen of each language level for the purpose of articulation within and between levels. By April 1973, the final draft of the performance objectives will be submitted to the Assistant Director for foreign languages in the Office of the Superintendent of Public Instruction for publication.

   By September 1973, these new guidelines for the teaching of foreign languages based on performance criteria will be disseminated through this office to all school administrators, superintendents, principals, and foreign language teachers in Illinois schools.

The program for the one-day leadership workshop conference has been organized and will feature two nationally recognized leaders of foreign language education in Illinois. The orientation will include a talk on the Role of Foreign Languages in the Curriculum, and an inspirational discussion on Writing Curriculum in Terms of Performance Objectives. The remainder of the day will be devoted to the workshop activities of each language section. Approximately sixty resource personnel will be invited to attend the conference in addition to the chairmen and co-chairmen of each language level, a total of ninety outstanding foreign language teachers in Illinois.

2. A two-day statewide leadership workshop on how to teach "low-c" culture in the foreign language classroom will be conducted November 17-18, 1973 in Oak Brook. This workshop will emphasize French, German, and Spanish culture and the customs, interests, and activities of these peoples in contemporary society.

   The introduction of culture as part of language instruction will humanize the teaching of foreign languages and will promote harmony and cross-cultural understanding in our own multi-racial pluralistic society. The director and assistant director have been named for this workshop.

   By September 1972, letters will be sent to approximately sixty outstanding foreign language teachers who will participate in this workshop, and in turn, be willing to conduct inservice workshops on culture in their own schools and school districts.

   By June 1973, a minimum of twenty one-day workshops on the teaching of "low c" culture will be conducted in all regions throughout the State. These workshops will utilize the teachers previously trained in the leadership conference. Each workshop will serve approximately thirty teachers.

In conclusion, the Foreign Language Educational Specialists are making a serious attempt to meet the new challenges of change in education today and are taking a positive approach in solving the problems of foreign language education in Illinois. They are striving to implement in the school curriculum the very best of current trends and techniques in foreign language education.

Sister Marie Celeste, Ph. D.
Assistant Director
Foreign Languages
Instruction and Curriculum
Section